

WORLD SCIENCE

№ 11(27)
Vol.3, November 2017

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Founder –
RS Global Sp. z O.O.,

Scientific Educational Center
Warsaw, Poland

Numer KRS: 0000672864
REGON: 367026200
NIP: 5213776394

Publisher Office's address:

Dolna 17,
Warsaw, Poland,
00-773

Website: <https://ws-conference.com/>

E-mail: rsglobal.poland@gmail.com

Tel: +4(857) 898 55 10

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REALIZATION OF SYNERGETIC APPROACH IN SCIENCE PREPARATION OF FUTURE PSYCHOLOGISTS IN HIGHER EDUCATION INSTITUTIONS

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Abstract. *The article analyzes the problems of implementation the synergetic approach in science preparation of future psychologists in higher educational institutions. On the basis of a research on theoretical and methodological problems of synergetic approach implementation in science preparation of future psychologists in higher educational institutions in the context of modern paradigm of higher education, the author testifies to improper coverage of the scientific literature, and concludes that implementation of synergetic approach in science preparation of future psychologists in higher educational establishments will allow: to establish interdisciplinary connections between disciplines of science and profiled preparation of future psychologists; to intensify the processes of self-organization, self-education, self-knowledge and self-realization of each student; to teach the future specialist to deliberately create his own, the only method and style inherent in him, and his activity remaining on the sciences; to create educational programs of science preparation of a new generation, which will be based on a step by step changes in the possibilities of subjects of study development through the educational space.*

Keywords: *synergistic approach, science preparation, future psychologists, higher education institution.*

Introduction. Reforming the system of future psychologists preparation in higher education institutions will raise the issue of implementation new methodological approaches and in their science preparation. In modern pedagogy, there is a sufficiently large number of different scientific approaches that underlie the educational process in higher education institutions. An important place among them occupies a synergistic approach.

Analysis of relevant research. Nowadays, synergetic approach in pedagogy is considered by scholars as a new paradigm of education (V. A. Kavalero [8, p. 92], V. G. Kremen [9, p. 3], etc.), as a new dimension of the educational process (A. I. Vagis [3, p. 50], V. G. Kremen [9, p. 3], I. V. Sheremet [14, p. 242] etc.), as an effective methodology of pedagogical activity (V. A. Kavalero [8, p. 92], M. S. Chelnokova [13, p. 234] etc.).

Analysis of scientific works related to the problem of synergetic approach implementation in theory and methodology of professional education, pointed to the lack of unique idea about significance and peculiarities of its application in science preparation of future psychologists in higher education institutions.

The urgency of the problem of synergetic approach implementing in science preparation of future psychologists in higher education institutions has determined *the purpose of the article* - to substantiate the effectiveness of synergetic approach implementation in science preparation of future psychologists in higher education institutions.

Research methods. To achieve this goal, methods of systematic analysis of psychological and pedagogical research devoted to the study of this phenomenon, systematization, comparison and generalization were used.

Results and their discussion. Scientists (N. Guziy [4], Y. Yevtushenko [5], E. Zelenov [6], R. Luchytsky and L. Moiseenko [10], S. Seidametov [12], etc.) emphasize the need for synergetic views in education. Thus, Yu. O. Yevtushenko states that «the demand for synergetic views in education is due to the fact that, being an open system, education has a possibility of variational path of development» [5, p. 34]. Currently, the main purpose of pedagogy, as Yu. A. Yevtushenko emphasizes, «becomes not knowledge of the subject, but the development of a synergetic style of thinking of the individual, without which it is impossible to comprehend a new reality» [5, p. 38]. We agree with N. Guziy that «fundamental provisions of the synergetic approach open up qualitatively new opportunities for understanding and solving the problems of professional training of future specialists, which can not be considered as a systematic, gradual, linear, conflict-free process» [4, p. 69]. We are impressed with the scientific views of E. Zelenov, who states: «Synergetics as a methodology of education reveals a new understanding of the unity of man and nature, nature and

society. According to the author, a person as a part of a self-developing system can not forced as it will cause catastrophic consequences. Therefore, education of XXI century must overcome the alienation of man from the world, to restore the integrity of the individual. In essence, according to the researcher, this is a revolution in the principles of education, which requires a rethinking of many value orientations, a way of life, thinking, without which it is impossible to move humanity to the civilization of a new type»[6, p. 14].

R. Luchytsky and L. Moiseyenko, believe that: «1) synergetic approach to the reorganization of education and the educational process cultivates a new thinking that has the general ability to set and solve problems, and also operates with the principles of organization, which allows students to develop their own ability to learn , to think critically, the ability to self-knowledge and self-fulfillment of a personality; 2) in a powerful information flow, synergetic approach, through the development of cognitive strategies, deduces the subject of the educational process to a higher level of self-regulation of his cognitive behavior» [10, p. 97].

S. M. Seidametov notes that «system of professional education formed in the higher school is oriented on independent, strictly limited educational disciplines among themselves, leads to the restraint of the process of formation and development of interdisciplinary connections, which is the most important imperative of modern specialist preparation, requires urgent introduction of a synergistic approach to the organization of pedagogical process» [12, p.176].

V. G. Budanov believes that the use of the synergetic approach in education is possible in three directions: 1. Synergetics for education. In this connection, integrated courses are offered after the completion of the next cycle of preparation. 2. Synergetics in education. This trend is characterized by introduction of materials in private disciplines that illustrate principles of synergetics. Each discipline has sections that study the processes of formation, the emergence of a new one. It is appropriate, in the opinion of the scientist, to use synergetic language along with traditional methodology, which allows to further create a horizontal field of interdisciplinary dialogue. 3. Synergetics of education. This direction assumes the synergy of the process of education itself, formation of personality and knowledge. Examples of pedagogical skills and authoring techniques are the best examples of applications to integral synergetic approaches. However today stresses the scientist, the problem is not to create a unified methodology, but to teach a teacher consciously to create his own, only his inherent technique and style of activity, remaining at the positions of the science of a man [2, p. 300].

A slightly different approach to use the ideas of synergetic approach in education offers M. Fedorova, highlighting two main directions of its implementation: 1. Synergetics in the content of education – formation of basic synergetic concepts through familiarity with the world of complex nonlinear systems, definition of these concepts and their transfer to other areas of knowledge. This will allow, according to a scientist, to overcome the boundaries between disciplines of the training cycle. The very process is not aimed at increasing the amount of information, but in constructing and studying the universal model of development. 2. Synergetics in organization of educational process - creation of educational programs as a way of development, change of relations between the subjects of educational process as a peculiar way of a step by step change in the possibilities in which the subject will make movement through the educational space [13, p. 42].

It should be noted that the use of synergistic approach in the humanities, including pedagogy, some researchers consider controversial. So, L. Ya. Zorina believes that the use of methodological installations developed from the standpoint of thermodynamics and chemistry, to the phenomena of social nature and, in particular, to study pedagogical reality, must be used with caution [7, p. 109].

Investigating the synergistic approach to educational process, G. Malinetsky argues that its use, first of all, requires properly formulated strategic goals of education and understanding that there are parameters of order that determine the course of the process. Using the synergistic approach, according to the scientist, it is necessary not to expand the curriculum, but rather to reduce classroom hours and to shift the center of gravity to independent work, which will promote development, in those who learn, of skills for «self-organization» necessary for professional activity [11, p . 194].

G. A. Beletskaya considers it impossible the separate study of science education subsystems, since, according to the scientist, the goals determine the content of science education, the content affects the choice of pedagogical technologies, which in turn determines the system of organization of control, and relationship between these subsystems form the conditions for establishment of a competent specialist, emphasizes the expediency of using the synergetic approach in science education ... [1, p. 64]. Organizing of science education from the standpoint of a synergetic approach, emphasizes the scientist, contributes to the formation of sciences picture of the world and environmentally relevant value orientations, the disclosure of the unity of phenomena and processes of nature, consideration of nonlinearity development of

complex systems and identification of conditions for their sustainable development [1, p. 64]. In addition, as G. A. Beletskaya emphasizes, in the conditions of reducing the number of hours for sciences study, self-education, which is one of the conditions for successful implementation of synergetic approach, becomes the most important component of education system, including the sciences [1, p. 64]. At the same time, in her scientific works, the scientist warns that for a pedagogical system synergetic approach is partially suitable, since only the self-education of the individual is a self-organizing process and depends on the subject of the learning process, while the activity of most educational systems is organized from the outside and the driving force of their development is a social order of society [1, p. 65].

Conclusions. Thus, implementation of synergetic approach in science preparation of future psychologists in higher education institutions will allow: to establish interdisciplinary connections between disciplines of sciences and professional training of future psychologists; to intensify the processes of self-organization, self-education, self-knowledge and self-realization of each student; to teach the future specialist to deliberately create his own, the only method inherent in him, and the style of his activity remaining on the sciences; to create educational programs of science preparation of a new generation, which will be based on step by step changes in the possibilities of subjects of study development through the educational space.

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WORLD SCIENCE

№ 11(27)
Vol.3, November 2017

MULTIDISCIPLINARY SCIENTIFIC EDITION

Indexed by:

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INTERNATIONAL

 НАУЧНАЯ ЭЛЕКТРОННАЯ
БИБЛИОТЕКА
LIBRARY.RU

Passed for printing 01.11.2017. Appearance 07.11.2017.
Typeface Times New Roman.
Circulation 300 copies.
RS Global Sp. z O.O., Warsaw, Poland, 2017